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# YORK COLLEGIATE INSTITUTE

FOUNDED 1873

1932-1933

CATALOGUE

# YORK COUNTY ACADEMY

FOUNDED 1787













THE STUDENTS ENJOY WORKING ON THE SCHOOL PAPER



59TH ANNUAL CATALOGUE

*York Collegiate Institute*

CHARTERED 1873

*York County Academy*

CHARTERED 1787

SCHOOLS FOR GIRLS  
AND BOYS FROM THE  
KINDERGARTEN TO  
COLLEGE

*"Every student should be active  
not passive, alert, not dawdling  
led or piloted, not driven, but  
always learning the value of  
cooperative discipline."*

ELIOT, C. W.

1932-1933

SOUTH DUKE STREET  
YORK, PENNSYLVANIA

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## *The Faculty*

WILBUR R. LECRON *	HEADMASTER
<i>A. B., A. M., University of Pittsburgh Graduate Study, University of Pennsylvania</i>	
LESTER F. JOHNSON	MATHEMATICS
<i>Graduate Study, University of Pennsylvania A. B., Dickinson College</i>	
LOIS REED MACLURE	FRENCH
<i>Mus. B., A. B., Westminster College Graduate Study, University of Pennsylvania Five years of Travel in Europe</i>	
CHARLES W. YAUKEY	SCIENCE, MATHEMATICS
<i>A. B., Ursinus College</i>	
ELIZABETH ANDERS *	LATIN
<i>A. B., A. M., Radcliffe College</i>	
JOHN W. BARWICK	HISTORY
<i>A. B., A. M., University of Pennsylvania Graduate Study, University of Chicago</i>	
J. KENNETH SNYDER	ENGLISH
<i>A. B., Albright College Graduate Study, Columbia University</i>	
MARION E. BROUGHER	ENGLISH, FRENCH
<i>A. B., Hood College Graduate Study, Swarthmore College L'Alliance Francaise, Paris</i>	

## INTERMEDIATE SCHOOL

LOIS JORDAN BELL	PRINCIPAL
<i>Study, Columbia University</i>	
HELENA ELIZABETH BRILLHART	ASSISTANT
<i>Millersville State Teachers College Study, Pennsylvania State College</i>	

\* Teachers of York County Academy.

IVY CLAIRE COOPER	ASSISTANT
<i>West Chester State Teachers College</i> <i>Study, Columbia University</i>	
LUCY McLEAN	ASSISTANT
<i>A. B., Mount Holyoke College</i>	
ESTELLE GROSS	PRIMARY TWO
<i>Study, Columbia University</i>	
SARAH THRONE	PRIMARY ONE
<i>Millersville State Teachers College</i> <i>Russell Sage College</i>	
DOROTHY JENKINS	KINDERGARTEN
<i>Oberlin College</i>	
CATHARINE SHUE	KINDERGARTEN
<i>A. B., Hood College</i>	
CLARA BELLE WELSH	ART
MARY NOLL	SCHOOL NURSE
ELVA HEATHCOTE	PHYSICAL EDUCATION FOR GIRLS
<i>National Park Seminary</i>	
ARCHIE W. McVICKER	PHYSICAL EDUCATION FOR BOYS
<i>B. S., Temple University</i>	
EDITH FLAY	LIBRARIAN AND SECRETARY

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## *School Calendar*

1932

APRIL 14	<i>Wednesday</i> , Founder's Day
MAY 23-27	<i>Tuesday</i> , Senior Examinations
MAY 31-JUNE 3	<i>Monday</i> , Final Examinations
MAY 30	<i>Monday</i> , Memorial Day
JUNE 5	<i>Sunday</i> , Sermon to Graduating Class
JUNE 6	<i>Monday</i> , Class Exercises, 8 P. M. Alumni Luncheon, 12 Noon
JUNE 7	<i>Tuesday</i> , Commencement, 4 P. M.
JUNE 17	<i>Friday</i> , Vacation Begins
JUNE 20-25	College Entrance Examinations
SEPTEMBER 12	<i>Monday</i> , Faculty Meeting, 2 P. M.
SEPTEMBER 12	<i>Monday</i> , Examinations for Removal of Conditions—New Students
SEPTEMBER 13	<i>Tuesday</i> , School in All Departments, 8:30 A. M.
NOVEMBER 24	<i>Wednesday</i> , Thanksgiving Vacation begins, 3:30 P. M.



NOVEMBER 28      *Monday*, Thanksgiving Vacation ends,  
8:30 A. M.

DECEMBER 16      *Friday*, Christmas Carols, 2 P. M.  
Christmas Vacation begins, 3:30 P. M.

1933

JANUARY 3      *Tuesday*, Christmas Vacation ends, 8:30  
A. M.

JANUARY 17      *Tuesday*, Mid-Year Examinations

JANUARY 23      *Monday*, Second Semester begins

FEBRUARY 13      *Monday*, Week-end Holiday

MARCH 31      *Friday*, Vacation begins, 3:30 P. M.

APRIL 10      *Monday*, Vacation ends, 8:30 A. M.

APRIL 14      *Friday*, Founder's Day

MAY 23-26      *Monday*, Senior Examinations

MAY 29-JUNE 2      *Monday*, Final Examinations

JUNE 4      *Sunday*, Sermon to Graduating Class

JUNE 5      *Monday*, Class Exercises, 8 P. M.  
Alumni Reception, 9 P. M.

JUNE 6      *Tuesday*, Commencement, 8 P. M.

JUNE 16      *Friday*, Vacation begins

JUNE 19-24      College Entrance Examinations

## *Office Hours*

The Head Master and Principal may be seen personally at the schools from 9.00 A. M. to 12 M. and from 1.30 to 4.30 P. M. on any school day; and at other times by special appointment.

During the summer vacation a representative of the schools may usually be found in the office from nine to twelve each morning, or at other times by appointment.

The buildings are open to visitors throughout the day.

## INFORMATION AND CATALOGUE

If requested, a representative of the school will call upon those persons interested, in order to give, in person, whatever special information may be desired.

Requests for catalogues and information about the school should be addressed to the York Collegiate Institute or York County Academy, York, Penna.

*Nisi Dominus ædificaverit domum, in  
vanum laboraverunt qui eam ædificant.*



THE FIRST THANKSGIVING



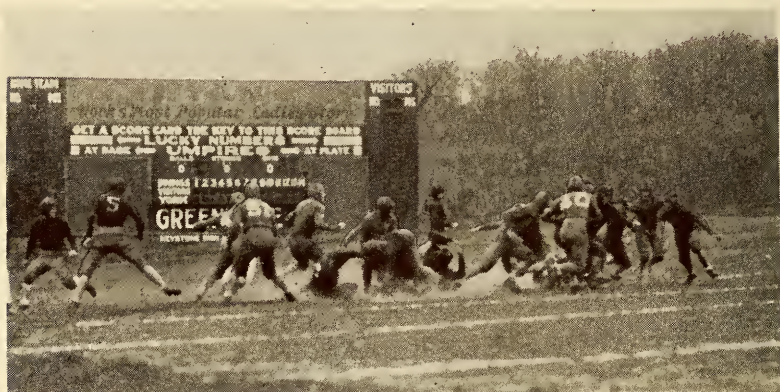
DAME GREEL



ALIEN NOTE



BOWLING TEAMS



HOME COMING GAME



ARCHERY



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## *Historical Sketch*

### YORK COLLEGIATE INSTITUTE

ON April 14, 1873, Samuel Small (1799-1885), one of York's outstanding philanthropists, convened a meeting of a number of his fellow-townsmen and outlined to them a plan which he had formulated for the establishment of a new institution of learning in this community. His reasons for so doing, as well as the character of the school proposed, are best expressed in his own words:

"Deeply impressed with the importance for increasing popular facilities for intellectual and moral culture, and especially solicitous for the Christian education of youth, in this region where Providence has cast our lot,—we desire in this way to lay the foundation of an institution for the purpose of instructing young persons not only in the ordinary branches of literature and science, but also, and especially, in regard to the great business and end of life."

The minutes of this meeting state that consultation was had as to an appropriate name for the institution, and that "the name agreed upon was York Collegiate Institute." This meeting, then, marks the foundation of the school; and ever since that time, April 14th has been observed and appropriately celebrated as "Founder's Day."

Later in the same year, upon petition of Mr. Small and his associates, a charter was granted to the institution, under the name adopted, by the Court of Common Pleas of York County, Pennsylvania; after which, Mr. Small and wife conveyed to the corporation the present tract of land occupied by the Institute, located at South Duke Street and College Avenue, in the City of York, together with a large and fully-equipped building which he had erected thereon, and provided the school with a liberal endowment.

The doors of the school were opened for the admission of students and the beginning of educational work on Monday, September 15, 1873; and, on November 3 following, dedicatory services were held in the Hall of the Institute before a large and

distinguished audience. Thus, the school was formally launched upon its career of useful existence.

During the night of December 7, 1885, less than five months after the death of the venerable founder, the school building provided by his bounty was totally destroyed by fire; the present larger and more modern structure being erected shortly thereafter, upon the same site, and fully equipped, through the generosity of Messrs. George Small, W. Latimer Small and Samuel Small, nephews of the founder, as a memorial to their distinguished uncle.

While ever aiming at the highest scholarship, the management of the school, in its more than fifty years of existence, has never neglected the cultural and moral side of learning, and has endeavored to fulfill the design of the founder "that the great object of the enterprise proposed is the promotion of sound Christian education."

## THE YORK COUNTY ACADEMY

ON September 20, 1787, The Rector, Churchwardens and Vestrymen of the Protestant Episcopal Church of St. John at Yorktown was incorporated by the Legislature of Pennsylvania as the result of a petition setting forth, among other things "that the members of the said Protestant Episcopal Church formerly in communion with the Church of England had erected and built a convenient church on a lot of ground on Beaver street in the said town and that they had nearly finished and completed a parsonage house and a large and extensive school house upon the square on Beaver street opposite the said church." This charter provided that certain revenues of the corporation should be appropriated "for the maintenance, support and salaries of a proper number of masters and teachers to be elected and appointed by said rector, churchwardens and vestrymen or their successors or a majority of them from time to time for the instruction and education of youth in the learned and foreign languages, reading and writing English, the mathematics and other useful branches of literature in the said school house now called 'The York Academy.'"

In 1799 a tender was made by the church authorities to the Legislature "of a large, convenient two story brick building in the said town, situate in Beaver street, forty-eight feet front and sixty feet in depth, together with the lot of ground whereon the same is erected, which hath been occupied for several years as an

Academy or school house, in order that the same may be appropriated for a public school for the County of York." The Legislature, by Act of Assembly passed March 1st, 1799, accepted the tender; created a self-perpetuating corporation of twenty-one persons under the name of The Trustees of the York County Academy; transferred to the new corporation the title to the building and lot; prescribed certain regulations for the conduct of the school; and authorized the payment to the new institution of two thousand dollars as an endowment.

The new corporation thereupon took over the conduct of the school and maintained it until the close of the academic year 1928-9, when by joint action of the two corporations a reciprocal teaching agreement was entered into whereby it was provided that the York County Academy should thereafter be maintained in the buildings of the York Collegiate Institute and that certain advantages should be enjoyed reciprocally by the students of the two institutions.

During its career the Academy numbered among its instructors a number of famous men, among them Robert Adrian, eminent mathematician; Samuel Bacon, graduate of Harvard, teacher, officer in the Marines, minister and missionary; Thaddeus Stevens, father of the common school system of Pennsylvania; and Daniel Kirkwood, famous astronomer.

Unfortunately, a list of the former students of the Academy is not obtainable, but such a list would contain many well known names. For many years both boys and girls were admitted to the school, but in 1870, the "female department" was abandoned.

## PRINCIPLES OF PROGRESSIVE EDUCATION

### THE CHILD'S PHYSICAL WELL BEING.

One of the most important considerations of the school is the health of the pupils. Space in which to move about, light and air, clean, well-ventilated buildings, attention to proper nutrition, access to the out-of-doors, and greater use of it, are all necessary. There should be frequent use of adequate play grounds. The school should observe closely the physical condition of each pupil, and in coöperation with the home make abundant health available to every child.

### SOCIAL DEVELOPMENT AND DISCIPLINE.

Group consciousness is developed in children through participation in the school as a community. Discipline should be a matter of self-mastery rather than external compulsion, and character development the result of social experience, and of the recognition of spiritual forces and resources underlying all nature, life, and conduct. A coeducational student body, and a faculty of both men and women, constitute a normal life situation for character and development.

**BEAUTY OF ENVIRONMENT.** The school should furnish an environment that is simple, natural, and beautiful.

### INTEREST THE MOTIVE OF ALL WORK.

Interest should be satisfied and developed primarily through (1) direct and indirect contact with the world and its activities, (2) use and application of knowledge thus gained, (3) correlation between different subjects, (4) the consciousness of achievement.

**THE CURRICULUM.** The Curriculum should be based on the nature and needs of childhood and youth, with the ideas of acquiring knowledge as far as possible through the scientific method of first-hand observation, investigation, experiment, and independent search for material. Through these activities the world of books and abstract ideas is entered. The school should increasingly widen the circle of the child's world, leading him not only to appreciation of national ideals, but also to a realization of the interdependence of peoples, and international good will.

**THE TEACHER AS A GUIDE.** The teacher should guide the pupil in observance, experimenting, and forming judgments that he may learn how to use various sources of information including life activities as well as books, and how to reason about the information thus acquired, and how to express logically and effectively the conclusion reached. The teacher himself should be given latitude to express his own initiative and originality.

### SCIENTIFIC STUDY OF PUPIL DEVELOPMENT.

The school should study and endeavor to meet the individual needs and capacities of each child. School records should not be confined to the marks given by teachers to show the advancement of pupils in their study of subjects, but should also include both objective and subjective reports on those physical, mental, emotional, and social characteristics which concern both school and adult life, and which can be affected by the school and by the home. Such records should be used as a guide for the treatment of each pupil and should serve to focus the attention of the teacher on the all important work of child, development.

### CO-OPERATION BETWEEN SCHOOL AND HOME.

Since the child's life at school and at home is an integral whole, the school cannot accomplish its purpose without the active support and intelligent coöperation of the parents. Reciprocally the school should aid the home in problems concerned with the child.

### THE SCHOOL A CONTRIBUTOR TO EDUCATIONAL PROGRESS.

The school should be an educational laboratory, where new methods are encouraged, and where the best of the past is leavened by the discoveries of the present, and the result freely added to the sum of educational knowledge.

### OPPORTUNITY FOR FULL DEVELOPMENT.

Opportunity for initiative and self-expression should be provided in an environment rich in interesting material, the free use of which will release the creative energies of the child.



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## *Principles*

THE YORK COLLEGIATE INSTITUTE and THE YORK COUNTY ACADEMY are College Preparatory Schools. Their courses prepare students for all colleges and scientific schools, and furnish a basis in the liberal disciplinary studies. The Curriculum is divided into the Primary, Intermediate, and Upper Departments. The Primary Department includes the Kindergarten and grades one and two; the Intermediate Department includes grades three through six; and the Upper School includes grades seven through twelve. Throughout the Primary and Intermediate Departments the courses are substantially the same and comprise a thorough drill in the fundamentals of Reading, Writing, Spelling, Arithmetic, History, Geography, French, and Art. The work in the last four years of the Upper School is directed specifically toward the programme that a student is to pursue after graduation. As explained in another section of the catalogue, the courses offered are: the Classical, Scientific and English. No later than the beginning of the Fourth Form the administration should know the name of the college or scientific school a student intends to enter. In this way the parents and the authorities of the school will be certain the student is carrying the proper courses.

Education is looked upon as growth, as an enrichment of experiences, as an enlargement of human worth and values. It endeavors to use the school environment and the school subjects of instruction as a means of presenting situations that will give practice in right thinking, right emotional responses, and right acting. To realize this purpose, it aims to have the students not only acquire much knowledge, but to the fullest extent practicable apply it or interpret it in some meaningful way.

It recognizes individual differences and respects the right of the individual to develop in harmony with the best there is in him; always, of course, with full respect for the rights and interests of others.

In brief the school is a place where cooperative living can be practiced under experienced leadership, where self control can be exercised, where consideration of problems of concern to the gen-

eral good can be demonstrated daily in life situations, and where we attempt to nurse and develop the best qualities of each student.

It is the belief of the school that the greatest effectiveness can be attained only by intellectual and sympathetic responses from parents and students to the efforts of those responsible for the administration and instruction of the school.

It encourages students to use their own initiative and creative ability, and to form their own judgments upon the evidence of careful considered facts.

## THE INDIVIDUAL

Provision for individual difference is essentially a foundation of the school. Probably of first importance is the school's distinctly human attitude toward its students. The question in mind at all times is—How can we use the school situation and the materials at hand in order to bring out the best possibilities in this individual? The answer to this question may sometimes seem to make the path a little easier; it may make the going more difficult. No one can give the answer in advance. It takes much study and time to find it. What ever the policy adopted, the purpose is the same.

The school attempts to *know* each individual. When the students first enter school they become individuals of small enough groups for the teacher to make daily observations of their personal and social behavior traits, and yet large enough to offer the challenge for endeavor.

Various tests are used throughout the school in order to secure additional evidence concerning the individual. *No test is ever considered proof of anything.* Scientifically constructed tests, however, are found to be very helpful in furnishing data of an impersonal and objective nature. The teachers make a careful tabulation of the results of the studies on a complete report form. This form never leaves the school, and is never shown to anyone except the parents of the individual. *Parents are greatly urged to visit the school and discuss problems with the principal and the teachers.*



STUDENTS ATTENDING A SCHOOL GAME





FUTURE SCIENTISTS



LEARNING THE RULES OF THE GAME

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## *Buildings and Equipment*

### MAIN BUILDING

The present main building, completed in 1886, occupies the same site, and stands partly on the same ground as its predecessor. Immediately inside the front entrance of the building is Memorial Hall, dedicated to the founder of the school. His life size portrait and a memorial tablet occupy the central panel of the wall above a massive fire place. On each side there are two memorial tablets placed by the alumni, one in memory of the founder, the other of the first president, the Rev. James McDougall, Ph.D. Life size portrait busts in bronze of E. T. Jeffers, D.D., LL.D., and of Charles H. Ehrenfeld, Ph.D., Litt.D., the second and third presidents of the Institution, also occupy conspicuous places in Memorial Hall. A bronze tablet has been added to commemorate the services of Professor Albert Bigelow Carner, who held the chair of mathematics from 1876 to 1910. On opposite sides of the Hall are two very interesting historic relics. They are the door way of the Court House in which the Continental Congress met in York, 1777, 1778, and the Coat-of-Arms of Pennsylvania, painted in 1796 by John Fisher, a local artist. Recently a trophy case containing many championship trophies has been added.

THE CASSAT LIBRARY, containing six thousand carefully selected volumes, affords opportunity for private research and collateral work in history and literature. Constant additions are being made and donations are solicited.

It is also a repository for the various valuable scientific publications of the United States government.

A special working library, located directly in the main school room, contains dictionaries, encyclopedias, atlases and works of general reference.

### THE SCIENCE LABORATORIES

The Science laboratories are well equipped with tables, balances, materials and instruments for accurate work. The courses aim to

give a knowledge of the fundamentals and their application to the facts of every day life. Fifty or more experiments are done by each student during the year.

**THE MATHEMATICAL DEPARTMENT** includes in its equipment an excellent transit and other necessary instruments for field work. There are also geometrical models, a four-inch refracting telescope, a large celestial globe, and other astronomical apparatus.

## VISUAL INSTRUCTION

During the past few years the school has acquired a large projector, a stereopticon, a reflectoscope and a large assortment of maps, including a set of the Kiepert's Classical maps. This equipment greatly facilitates visual instruction in the various departments of the school. In addition to the many slides possessed by the institution, the school may rent slides and films from the State Department of Instruction and the departments of various Universities.

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## *General Regulations*

### ADMISSION

UPPER SCHOOL. In order to enter the First Form of the Upper School the applicant will be examined in the several subjects—Spelling, English, Reading, Arithmetic, Writing and Geography.

For admission to higher forms the applicant will be examined in those subjects that are necessary for adequate preparation for advanced study.

INTERMEDIATE DEPARTMENT. Usually boys and girls eight or nine years old, with two or more years school work, are admitted to the Intermediate Department. For proper classification it has been found advisable to give several examinations. These examinations often save a student one entire year of school work.

THE PRIMARY DEPARTMENT includes the Kindergarten, and Grades One and Two. The classes are small in these grades and the pupils are taught to work and play in a wholesome, stimulating environment free from annoying interferences. Children, who are not four years old, are placed in a separate group, and the program is planned to meet their needs.

The entrance examinations will be held on Monday, Tuesday and Wednesday prior to the opening of school in September.

### TUITION FEE

The endowment funds of the Institutions render it possible to charge a nominal sum for tuition.

The rates per year are as follows:

Kindergarten	\$83.00
Primary Department	108.00
Intermediate Department	162.00
Upper School	212.00
Laboratory Fee	6.00
Diploma Fee	10.00
Locker rent	1.00

There is a special reduced tuition fee of \$112.00 per year, payable in two installments, for clergymen, children of clergymen, and holders of Coleman Scholarships.

As a matter of convenience, the tuition is made payable in two equal installments, one in September at the opening of school, the other on February first following.

The students supply their own books and stationery. These may be obtained at the school at cost.

The School makes arrangements with sporting goods dealers whereby the students may be supplied with uniform equipment for the various sports at the lowest rates.

Students are received at any time during the year, but no allowance is made for absence before November first. When a student voluntarily leaves school before the end of the term, or is suspended or expelled, no refund will be made.

## TRANSPORTATION

For the convenience and the safety of the younger children, the school operates a bus, the charge being one dollar per week. Commutation tickets may be procured at a reduced rate from the railroads and suburban electric lines for the use of students who come to York in the morning and return home each evening.

## BANK DEPOSITS

A deposit of \$10.00 for each student above the third grade must be made to the school bank at the beginning of each term to provide for the cost of supplies. Each student keeps a check book and draws against his own account. We believe this plan encourages economy of material and will promote thrift. Parents are urged to inspect check books at least once each month and to make additional deposits as the child's needs require it. The school, of course, will also exercise close supervision over each student's account.

## MARKING CLOTHING

As a convenience we ask that all clothing and personal property be plainly marked.

## ATTENDANCE

Regular attendance is urged as a first essential of progress in school. No pupil will be excused from part of the school day unless



he has presented a written note from the parent or guardian giving a valid reason. The schools trust that they will not be embarrassed by requests for early dismissal to keep appointments which, with planning, could be arranged for out-of-school hours.

### HOME STUDY

Parents are asked to cooperate with the school in not permitting children *to go out evenings preceding school days; to maintain at home favorable conditions for study;* and in every way build up in the students' minds respect for thorough school work.

### SCHOOL HOURS

Kindergarten	8.45 to 12.00
First Grade	8.45 to 12.00
Second Grade	8.45 to 12.00
Grades 3 to 6	8.30 to 3.00
Upper School	8.30 to 3.00

### HEALTH

The health of the student is recognized by the school as a matter of first importance, and provision has been made toward that end. In September a physician will visit and make an examination of each student. This is in no sense intended to be a thorough examination, but it will safeguard the teachers in the demands made upon the strength of the children and reveal physical defects, regarding which parents are expected to consult their own physician.

The school physician will be assisted by a school nurse who will make frequent visits and keep a close supervision on the health of all students. The object of this department may be summarized thus: First, preventative; Second, corrective. This department will work in cooperation with the physical training department.

### VACCINATION

In accordance with rules of the Board of Health, no child can be admitted to any school, public or private, without a Certificate of Vaccination, signed by a registered physician, setting forth that such child has been successfully vaccinated.

## TUTORING

The policy of the Institute is to limit as far as practicable special tutoring of every kind. All arrangements for tutoring must be made through the school office.

## SCHOLASTIC REPORTS

Class grades are posted each week, and unsatisfactory grades are sent to the home. The school year is divided into six equal report periods, and averages of class grades and examinations are sent to the parents at the end of each period. It is the policy of the school to keep a very close supervision of the progress of each student, and to inform the parents as constantly as possible regarding the student's progress and standing. Questions with reference to scholastic standing are always welcome.

## SCHOOL PAPER

The students under the supervision of members of the faculty publish a school paper which has received "All American Honor Rating," the highest possible rating given by the National Scholastic Press Association, and by the State Scholastic Press Association. Through this medium the students who show any literary ability have an opportunity to exercise it in a very practical and useful way.

## PARENT-TEACHER ASSOCIATION

For the most effective school work it is imperative that a close contact exist between the home and the school. Realizing this condition the Parent-Teacher Association was organized and holds meetings several times during the year.

## SPECIAL WORK

Each day one period is given to special work with students who are not progressing at a normal rate in their studies. During this same period students, who are having difficulty with advanced work, are urged to ask the teachers for assistance in the course. Students, who have not completed the studies of the day, are detained at the close of school for special help in the course.

## PROMOTION

Students are promoted by subject rather than by the Forms, and any student may pursue subjects in that Form for which his previous work has prepared him. There are certain regulations, however, regarding membership in the various forms: to be rated as a member of any one Form a student must have completed at least three courses in the previous Form; students will be rated as members of the Sixth Form who are taking work sufficient to permit them to be graduated at the end of the year in which the work is being taken. Passing grade in all subjects is yearly average of 70 per cent (C-).

## GRADUATION

Those students, who have shown themselves worthy of the distinction, and have obtained the sixteen credits stipulated in the course of study, will be given the school diploma. The diploma fee is ten dollars.

## PREPARATION FOR COLLEGE

The Schools have been for many years a member of the Association of Colleges and Secondary Schools of the Middle States and Maryland, have always maintained a close relationship to the colleges and universities, and have rated as preparatory schools of the first rank by all accrediting boards. The certificates of the schools are accepted in place of entrance examinations by all colleges that admit by this method.

The College Entrance Examination Board has established a center for taking the examinations at the school.

The following are a few of the Colleges in which the schools have graduates: Gettysburg, University of Pennsylvania, Princeton, Smith, Wellesley, Goucher, Swarthmore, Lehigh University, Duke University, Williams, Dickinson, Mount Holyoke, Vassar and Hood. In many instances these graduates are leading their respective classes.

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## *Organization*

For the purpose of close supervision the school is organized into the three divisions: The Primary Department, The Intermediate Department, and the Upper School. The divisions are made only for efficiency in the work. The entire school is a single educational unit.

For the normal child thirteen years are required to complete the entire curriculum, from the Kindergarten to College, however some students are able to save a year or more through the flexibility of our system and the efficiency in the work. [In general it is the policy of the school to enrich rather than shorten the course for gifted students. A very few students, because of mental or physical conditions, may find it necessary to take an additional year to complete the work in a satisfactory manner.]

### THE KINDERGARTEN

The Kindergarten is a place especially prepared and equipped for the child when he takes his first steps from the home as a separate individual. It is planned to bridge the gap between the home and the traditional first grade; and it is designed to give him pleasure and satisfaction by supplying him with the proper play materials, and with the opportunities for activities which meet the instincts and tendencies so strong at this period of the child's life, and so essential to his development and growth.

Since play is one of the child's greatest instruments of acquiring knowledge, the method of constructive play, not amusement, is employed. The subject matter upon which the constructive play is based is taken from the home, the life of the community, sources of food and clothing, stories, songs, plays and games. Great care is always exercised that the activities shall be closely related to the child's own interests, and not arbitrarily imposed. The child's needs and desires for activity are recognized and met.

### ACTIVITY

Into this environment come many types of children, the aggressive, the shy, the precocious, and the backward child, but in each



PREPARING THE SCHOOL PAPER



THE BOYS PRESENT "KEEPING KITTY'S DATES"





THE SCHOOL QUARTETT

case the whole child comes and brings with him his particular behavior and problems. We know that some tendencies are to be cultivated and encouraged, some are to be modified and changed, while others are to be checked and entirely inhibited. We seek to find what point of development each child has reached socially, mentally, and physically, then to supply the proper stimuli, and having done this to permit him to grow happily and peacefully. Nowhere else does the child find such opportunities to help toward harmonious social development. His growing interests and occupations force him to ask the assistance of his friends, while in turn he is asked to give it. These are his first lessons in leadership and coöperation. In his effort to move freely and happily about, day after day, among many children, and to enjoy their approval, he learns much self-control. He learns that at all times he must be considerate and play fair.

### MENTAL GROWTH

During this period in the Kindergarten his intellectual development is being nurtured, and he steadily grows in ability to use language. During his daily experience he must exchange ideas with his friends, must often persuade them to do as he wishes. Opportunities are given to describe a favorite game, tell a story, or explain his work. In this way he increases his learning by adopting ideas of his playmates through stories, songs, and personal contacts. The more and more he imitates and plans, executes those plans, and judges the finished product the more he develops. "In toto" it involves a growth in accurate observation, concentration, and attention.

The physical needs of the child are not neglected. He is given a physical examination and constantly supervised by an expert to protect him from undue handicaps. He is given space, fresh air, outdoor play and sunshine. Ample opportunity not only for great activity but also for rest and relaxation is given in the daily rest period. His attention is called to good health habits. He acquires physical coördination and skill through games, exercises, and the use of materials and tools. The physical defects are noted, and an effort is made to coöperate with the home in their correction.

The rhythmic work is designed to develop muscular control and grace; and to help the child to learn to use the whole body to express ideas and feelings. The process is gradual—walking, marching, running, skipping, jumping, dancing, bowing, and clapping hands. The "make believe" element which manifests itself at this

time in children being toys, animals, birds, and different characters is utilized very profitably.

Some of the activities of the year have been the making of animals, planning the zoo, parties for holidays, presentation of original stories, composing of letters, making a post office, or a store, making pictures, and a visit to the market.

## FIRST GRADE

Although, in the beginning of the first grade a child's interests are almost the same as those of the kindergarten, and may change almost with the passing wind, yet, for an hour or more his "center of interest" is focused on a series of activities from which he gains the foundations for later class work.

### READING

The Hardy Primer, Winston Primer, and Child Story Primer are the basic readers, supplemented by silent reading, individual work tests. The first reading lessons are based entirely upon activities, and experiences. Gradually the transition is made to the story and book. Charts, leaflets and selections from many of the standard first readers are employed. As the foundation is laid, attention is given to individual difficulties and to the development of good reading habits. Children are not bound by group restrictions, but they may advance at their own rate. The child is encouraged at this early stage to browse among stories and books.

### ARITHMETIC

Very few abstract number facts are taught during the first year, but many concrete examples are furnished to develop the child's number sense, such as counting the children in the class, counting supplies, reading page numbers in books, keeping score in simple games. Use of the cent, nickel, and dime in simple purchases. The children are taught to associate the numeral with the object designated, to make the figures, and to learn the sequence of numbers from 1 to 100, and addition and subtraction number facts through 10. Problems are based upon the actual experience of the children, or situations so familiar as to be easily pictured imaginatively.

### SPELLING

Spell To Write, Suhrie and Koehler, portion assigned to First Grade. Many words found in the daily work are added to the spelling list.



## WRITING

Children learn to form the script letters of the alphabet, write simple words, their names, letters and invitations to friends.

## CITIZENSHIP

Refer to Citizenship in Second Grade.

## INDUSTRIAL AND FINE ART

Work with materials similar to those used in Second Grade.

## MUSIC

Refer to Music Second Grade.

## GAMES

The games are dramatic and physical. The aim is to organize and enlarge the child's everyday experience through a variety of play and games suited to his particular interests and instincts.

# SECOND GRADE

## READING

Second Reader, Winston; Second Reader, Elson; Child Library, Book II are the basic books. Silent reading, individual work tests, charts, and bulletin board work are means of offering supplementary and incidental reading. The wide assortment of good books in the Children's Library serves to promote a permanent interest and love for books. Every opportunity is given to become acquainted with many poems and stories about nature, birds, animals and seasons. Difficulties are diagnosed and remedial measures are taken.

## ARITHMETIC

Progress Book, Books I and II, Johnson. Class activities also provide experience in simple comparisons, measurements and computation. Children are taught to read and write numbers to 1000, counting by 10's, 5's, 2's, 3's, and 4's to 100; addition and subtraction facts to twenty. Measuring, telling time by hours and half hours, counting money, learning the use of the cent, nickel, dime, etc. in simple purchases. Beginnings of multiplication and division, simple fractions  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ , and Roman numerals to twenty.

## SPELLING

Spell-To-Write, Suhrie and Koehler, portion assigned for Second Grade. Many words found in the daily work are added to the spelling list.

## ENGLISH

Short sentences, capital letters, days of the week, months, etc.; children taught to begin a new sentence with a capital and end it with a period or question mark.

## ART

Employing a variety of materials—clay, sand, paper, crayon, water colour to the units of work throughout the year.

## MUSIC

Simple rote songs and singing games are taught. Children are taught to observe the pitch and rhythm in their songs, marches and games. The aim is to awaken musical appreciation in each pupil.

## CITIZENSHIP

Cultivation of courtesy and good manners in the daily activities. Elementary principles of good citizenship such as obedience, helpfulness, truthfulness, fair play and wholesome healthy habits taught by means of stories, poems, songs and pictures.

# *The Intermediate School*

The Intermediate School consists of grades three, four, five and six. In this department emphasis is placed upon a mastery of the fundamentals of reading, writing, spelling, arithmetic and geography. History and French, which are completed in the Upper School, are introduced. The classes are small in order that individual attention is possible. A distinctive aim is to develop the best qualities of each boy or girl. Although the school is divided for administrative purposes, the ideals and general interests are one.

## THIRD GRADE

### ARITHMETIC

Stevens and Van Sickle, Pilot Arithmetic, Book I; Knight, Ruch and Studebaker, Work Book, Grade III. Review of previous work, finish multiplication tables, drill on the four fundamental processes.

### READING

Bolenius, Reader, Book III; Bolenius, Silent Reader, III; Robinson Crusoe, Baldwin edition; Child Library Reader, Book III;

Elson, Reader, Book III. Emphasis on correct expression and enunciation. Instructor School Library.

### SPELLING AND WRITING

Spell To Write, Book II, S. and K. Dictation, sentence structure and correct use of words are stressed. Use of the dictionary is begun.

### COMPOSITION

New Essentials of English—P. and K. Formation of sentences; punctuation; capital letters; oral composition; stories dramatized; short written compositions.

### ENGLISH

Poems taught: Helen Hunt Jackson, September; Stevenson, Leerie and Autumn Fires; Field, The Duel and Wynken, Blynken and Nod; Mulock, God Rest ye Merry Gentlemen; Lear, The Owl and the Pussy Cat; Thaxter, March; Reese, A Little Song of Life.

### GEOGRAPHY

A Geography for Beginners. J. R. Smith. Note books kept and pictures collected. Names of continents, oceans and zones are memorized. Class discussion.

### NATURE STUDY

Material gathered by teacher. Study of leaves, seeds, nuts, methods of seed distribution, wild flowers, evergreens, ice, snow and other seasonable topics. Some animal study and occasional nature hikes.

### MUSIC

Hollis Dann, Book II. Study of tempo and rote songs with simple exercises and scales in the Key of C.

### ART

Free illustration; study of colour as developed with crayons; water colour; coloured paper cutting; poster work.

Object drawing: nature work, crayon and water colour.

### WRITING

The Palmer Method is practiced. Legibility and neatness, coupled with proper sitting posture, are stressed.

## FOURTH GRADE

### ARITHMETIC

Marsh and Van Sickle, Pilot Arithmetic, Book I; Knight, Ruch and Studebaker, Arithmetic Work Book. Review of the four processes, multiplication by more than two figures, long division, denominate numbers, beginning of fractions, and reading problems.

### READING

Elson Reader, Book IV; Child Library Reader, Book IV. Supplementary: Pinocchio, Kipling Reader, Bolenius Reader, Book IV; Instructor School Library, Book IV. Many books read with the idea of acquiring speed and pleasure in the story. Dictionary drill. Care in enunciation is developed. Assigned outside reading.

### SPELLING

Spell To Write, Book II, S. and Koehler. Dictation, punctuation, sentence structure are stressed.

### COMPOSITION

New Essentials of English, P. and Kirchway. Distinguishing sentences, three kinds; punctuation; uses of apostrophe; rules for capital letters; direct quotation; proverbs; paragraph study; arrangement of composition; oral and written composition; word study; picture study; synonyms; use of dictionary; dictation exercises; letter writing.

### ENGLISH

Poems taught: Longfellow, Children's Hour and The Village Blacksmith; Helen Hunt Jackson, October's Bright Blue Weather; Susan Coolidge, How the Leaves Came Down; Hemans, The Landing of the Pilgrims; Tennyson, New Year's Eve; Wordsworth, To A Butterfly and March; George MacDonald, The Wind and the Moon; Celia Thaxter, Wild Geese; Bliss Carman, Daisies.

### FRENCH

La Vie de Madame Souris. Solomon.

### GEOGRAPHY

J. Russell Smith, Human Geography, Book I; continent study of North America; the United States by groups; pictures and maps used.

## HISTORY

Founders of Our Nation, Halleck and Frantz. The early history of our country, up to the Revolution, is studied. Reference books are used.

## NATURE STUDY

Material gathered by pupils. Study of leaves, seeds, nuts. Various seeds and leaves collected. Methods of seed distribution; evergreens; wild flowers; study of certain animals; seasonal topics; nature hikes throughout the year.

## MUSIC

Hollis Dann, Book IV. Rote songs; scales in the key of E flat and key of C; oral and written dictation.

## ART

Special stress is laid upon colour work, in the handling of crayons and water colours; poster work; cutting of coloured papers. Art is correlated with other class work.

## WRITING

The Palmer System; graded lessons. Children are encouraged to improve their penmanship. Manuscript writing is taught.

# FIFTH GRADE

## ARITHMETIC

Marsh and Van Sickle, Pilot Arithmetic, Book II; Knight, Ruch and Studebaker's, Work Book V; drill tests for accuracy and speed; study of fractions in all processes; special attention to development of thought in written problems.

## READING

Elson Reader, Book V; Silent Reader, Book V; Child Library Reader, Book V; Bolenius Reader, Book V. Equal time is spent on silent and oral reading. Expression and articulation emphasized in oral reading; accuracy, speed and concentration the chief aims stressed in silent reading. Book reports and discussion of books read outside of class.

## SPELLING

Spell To Write, Book II, S. and Koehler, part assigned for Grade V. Dictation, punctuation and sentence structure.



## GRAMMAR AND COMPOSITION

Longman's Briefer Grammar; New Essentials of English (M) P. and K. Distinguishing sentences, four kinds; punctuation; contractions; capitalization; direct quotation; divided quotations; nouns, pronouns, adjectives; simple subject; simple predicate. Composition, including short word pictures; short compositions, oral topics, original poems, biographies, stories retold. Introduction—body—conclusion studied. Letter writing.

## ENGLISH

Poems taught: Stedman, Flight of the Birds; Bennett, The Flag Goes By; Hemans, The Landing of the Pilgrims and The Song of Spring; Riley, The Raggedy Man; Moore, The Night Before Christmas; Tennyson, New Year's Eve; Wordsworth, The Daffodils and March.

## FRENCH

Paul Bercy, Simple Notions de Francais.

## GEOGRAPHY

J. Russell Smith, Human Geography, Book I. References: Book of Knowledge, maps. Canada studied by comparison with United States, South America and Europe. Clay modelling.

## ART

Mediums used: water colour, crayon, and coloured paper. Special attention given to poster work, lettering, simple design, illustration. Aim, to create a love of art and to strengthen imagination and originality.

## SOCIAL STUDIES

Makers of Our Nation, Halleck and Frantz. Blaisdell's English History Stories. Note books are prepared from work done in the course.

## NATURE STUDY

Forms of life studied depend upon the particular interest of the pupils. In the fall, leaves; in winter, our native animals; in the spring, flowers, insects and birds. Nature hikes are taken with a view to stimulate keenness of observation.

## MUSIC

Hollis Dann, Book IV. Emphasis on sight reading and part singing. Rote songs are used. Scales in the key of E flat and key of C.

## SIXTH GRADE

### ARITHMETIC

Marsh and Van Sickle, Pilot Arithmetic, Book II. Knight, Ruch and Studebaker's Work Book VI. Study of fractions, decimals and bills completed; percentage, compound numbers, areas and cubic measure.

### READING

Silent Reader VI; Child Library, Book VI; Elson Reader, Book VI. Supplementary reading. Enunciation stressed. Dictionary drill.

### SPELLING

Spell To Write, Book II, S. and Koehler, part assigned for Grade VI. Dictation, punctuation, and sentence structure.

### GRAMMAR AND COMPOSITION

Longman's Briefer Grammar; New Essentials of English (M), P. and K. Subject, predicate, phrases, parts of speech, subject complements, completing the textbook. Composition, including short descriptions, introduction—body—conclusion, original stories, poems and biographies. Stress placed upon punctuation, capitals and phrasing.

### ENGLISH

Poems taught: Tennyson, Bugle Song; Miller, Columbus; Bennett, The Flag Goes By; Van Dyke, America for Me; Field, Little Boy Blue; Reese, Song of Life; Longfellow, Excelsior; The Ship of State; Wordsworth, The Daffodils; Lowell, June; Christmas poems.

### FRENCH

Paul Bercy, Livre des Enfants. Conversational method; note books.

### GEOGRAPHY

J. Russell Smith, Human Geography, Book II. Reference: Book of Knowledge. Asia, Africa and Australia are studied, also the islands of the world. Iroquois Note Book. Map modelling.

## NATURE STUDY

Special study of flowers, their structure and identification; birds, their habits and identification; insects, their relation to plants. Special study of a brook, its inhabitants, plants and trees. This project, started in winter, is continued through the spring. Nature hikes.

## MUSIC

Hollis Dann, Book V. Two-part singing and written dictation are stressed. Rote songs and scales are reviewed. Individual singing is given.

## ART

Mediums used: water colour, crayons, and coloured paper. Poster work, lettering, simple design, free illustration. Aim, to create a love of art and to strengthen imagination and originality.

## WRITING

The Palmer System; graded lessons. This work is a continuation of that begun in the Fifth Grade. Manuscript writing is taught.

## SOCIAL STUDIES

American Beginnings in Europe, Gordy.

## *Upper School*

The Upper School is divided into six grades known as Forms. The program of studies in the First and Second Forms are the same for all students. The courses offered in the Third, Fourth, Fifth, and Sixth Forms are not only to prepare for entrance to any college, university or technical school, but also to give a liberal education and a broad mental training for any phase of life work. The following are the courses of study offered: Classical, Scientific, and English. Students enter these courses in the third form, and the time required for completing them is four or five years, according to the ability and industry of the student. A diploma is awarded to the students of the graduating class who complete sixteen credits in any course of study. Although we graduate students who have completed sixteen acceptable college credits, we earnestly encourage students to complete as many as 18 to 19 credits before entering college. Emphasis is placed not upon the number of courses completed, but upon the quality of work done in carrying the course.

# OUTLINE OF PRESCRIBED SUBJECTS FOR GRADUATION

FORM THREE TO FORM SIX

## *Required in All Courses*

English	4 units	Spelling
Algebra	2 units	Correct English
Pl. Geometry	1 unit	Pub. Speaking
History	1 unit	Bible
Science	1 unit	Gymnasium
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Total	9 units	

Additional Units Must Be Added as Follows

## *Classical Course*

Latin	4 units
Modern Language	2 units
Elective	1 unit
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Total	16 units

## *Scientific Course*

Language	3 units
Solid Geom. Trig.	1 unit
Science	1 unit
Elective	2 units
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Total	16 units

## *English Course*

Language	2 units
Electives	5 units
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Total	16 units

# PROGRAM OF STUDIES

## *Form One*

REQUIRED		ELECTIVE	
English	4*	Music, Chorus	1
History	4	Hygiene	3
Mathematics	5		
Geography	3		
French	2		
Bible	1		
Art	2		
Phy. Training	3		
Penmanship	2		
How to Study	1		

## *Second Form*

REQUIRED		ELECTIVE	
English	4	Manual Training	2
Mathematics	5	French	3
History	4	Music	
Geography	4	Hygiene	3
Latin	4		
Art	2		
Bible	1		
How to Study	1		
Penmanship	2		

## *Third Form*

REQUIRED		ELECTIVE	
Mathematics	5	French	5
English	5	Latin	5
Spelling	5	Science	2
How to Study	1	Art	2
Music	1		

\* Number refers to the number of periods per week.



*Fourth Form*

REQUIRED		ELECTIVE	
English IV	5	English History	5
Algebra IV	5	French IV	5
Spelling	5	Latin IV	5
How to Study	1	Biology	7
Plane Geometry	2	Music	2
		Spanish I	5
		German I	5

*Fifth Form*

REQUIRED		ELECTIVE	
English V	5	Latin V	5
Plane Geometry	5	Greek I	5
Public Speaking	1	German II	5
Spelling	3	French V	5
		Spanish II	5
		Chemistry	7
		Ancient History	5
		Civics	3

*Sixth Form*

REQUIRED		ELECTIVE	
English VI	5	Latin VI	5
Pub. Speaking	1	Greek II	5
Spelling	3	German III	5
		French VI	5
		Spanish III	5
		Sol-Trig	5
		Review Mathematics	3
		American History	5
		Physics	7

Work in Manual and Fine Art may be elected in any form.

\* Number refers to the number of periods per week.

TABULAR VIEW OF THE SUBJECTS THROUGH THE FORMS OF UPPER SCHOOL

Form	I	II	III	IV	V	VI
Latin.....	Latin	Latin A Grammar	Latin B Grammar	Caesar Composition	Cicero	Virgil Ovid
English.....	Grammar Reading	Grammar Reading Composition	Grammar Reading Composition	Grammar Reading Word Study	Grammar Reading Word Study	Study Reading Word Study
French.....	Conversation	Conversation	Conversation Reading Composition	Grammar Reading Composition	Grammar Reading	Grammar Conversation
Spanish.....				Grammar Reading	Grammar Reading	Grammar Reading
German.....				Grammar Reading	Grammar Reading	
Greek.....				Grammar	Xenophon Composition	Homer Homer
Mathematics.....	Arith.	Arithmetic Algebra	Algebra	Algebra 2 Pl. Geometry	Pl. Geometry Rev. Math.	Solid G. Trigonom.
Science.....	Physical Geography	Hygiene	Gen. Science	Biology	Chemistry	Physics
History.....	Europe	United States		Modern English	United States Ancient	Civics American

Art, spelling and Bible in all forms—Public Speaking in Form Six, Five, and Four.

# SCHOOL COURSES AND COLLEGE ENTRANCE EXAMINATION EQUIVALENTS

## *Fourth Form*

*College Board  
Credits*

Latin (Cæsar)	Latin Cp2	2
Algebra IV	Algebra (1 and 2)	2
French IV	French Cp2	2
Biology	Biology	1
Ancient History	History A	1
M-M History	History B	1

## *Fifth Form*

English V	English 1	2
Latin V (Cicero)	Latin 1, 2, 4 or Cp3	1
Plane Geometry	Plane Geometry	1
Chemistry	Chemistry	1
French V	French Cp3 or B	3
Spanish V	Spanish Cp2	2
German V	German Cp2	2

## *Sixth Form*

English VI	English 2	1
Latin VI	Latin Cp4 or CpH	1
Solid Geometry	Solid Geometry	$\frac{1}{2}$
Trigonometry	Trigonometry	$\frac{1}{2}$
Advanced Algebra	Advanced Algebra	$\frac{1}{2}$
American History	History D	1
Physics	Physics	1

## COURSES AND THEIR EQUIVALENTS

## FIRST FORM

### MATHEMATICS (5)

Arithmetic—Hamilton Arithmetic, Book VII. Skill in computation; solution of everyday problems; percentage and its application in commission, discount, profit and loss; bar graph, line graphs, and circle graphs; thrift; saving accounts and many practical problems are considered.

### INTUITIVE GEOMETRY

Freehand drawing of plane and solid figures, and the recognition of such figures in works of art, architecture, and nature.

### ENGLISH (5)

Essentials of English, Pearson and Kirchwey; Literature in the Junior High School, Bolenius.

- (a) A thorough review of the parts of speech, a study of the sentence as to form and meaning.
- (b) Oral and written compositions with special attention to originality and structure.
- (c) Reading of many of the easy classics.

### SOCIAL SCIENCE I

Textbook—Exploring American History, Casner and Gabriel.

A study of the History and Geography of the United States. A work book containing a series of projects in geographical study supplements the textbook, and serves as a guide in gaining a concept of History.

### FRENCH (3)

Text—Que Fait Gaston, Perley.

- (a) The definite and indefinite articles; the plural and the feminine of nouns and pronouns; personal and possessive pronouns; auxiliary verbs, regular and a few irregular verbs.

Dictation and conversation Books.

### ART

- (a) From life, still life, and flowers, memory work and designing. Emphasis to creative work.

### HYGIENE

Health and Success, A. and Evans.

A thorough study of the fundamental law of health.



HEALTH IS THE FIRST PRINCIPLE IN EDUCATION



GIRLS BASKETBALL TEAM





THE ANNUAL SENIOR PLAY

## PENMANSHIP

Students are encouraged to develop a very legible hand.

## SPELLING

Several hundred words from the different texts studied during the year, are studied.

## PHYSICAL TRAINING

Emphasis is placed upon corrective work. Each student must attend at least three classes per week.

## SECOND FORM

### MATHEMATICS

Hamilton Arithmetic, Book VIII.

- (a) Arithmetic: A general review of Mathematics, including common and decimal fractions, denominate numbers, mensuration, the metric system, oral and written analysis of problems, use of algebraic symbols, percentage and its application, simple and compound interest, stocks and bonds, practice tests in the fundamentals.
- (b) Algebra: The formula; the negative number; statistical graphs; the four fundamental operations; the use of brackets; the solution of simple equations and problems; factoring, fractions, and fractional equations. Standard Algebra—Milne & Downe.

### ENGLISH

Essentials of English, Pearson and Kirchwey; written and oral themes in all forms of discourse. Work in narration, includes short stories, fables, brief incidents, reproduction of stories. The work in description aims especially toward recording of significant details.

Grammar—Literature in the Junior High School, Bolenius. Parsing of nouns; pronouns, all kinds, exercises in use of correct cases, clause work in connection with relative and interrogative pronouns; verbs, finite forms, mood, tense, voice, participles, gerund, infinitives, and exercises in participles. Analysis by diagram the different kind of sentences.

### LATIN

Latin for To-day, Book I, Gray and Jenkins. Read—Julia and Camilla by Reed. Seven Kings of Rome, Livy. Legends of Gods and Heroes, Morton.

## FRENCH

Si Nous Lisions. Beginning French. Workbook. Phonetics dictation, and conversation. Arranged to follow Form One French.

## SCIENCE

Essentials of Health, A. A. G.

## SOCIAL SCIENCE II

A continuation of the first course. The pupil studies the various nations first, from a geographical standpoint, second, a historical, and third, a commercial, with particular reference to their relations with the United States.

## DRAWING

Same as form two, but developed. Composition, colors, light, shade and shadows, perspective, preliminary mechanical drawing.

## BIBLE

Life of Christ.

# THIRD FORM

## MATHEMATICS

Standard Algebra, Milne and Downe; Algebra through Quadratics with one unknown, formation and evaluation of formulas; simple linear equations and problems; review of fractions, factoring and graphs; simultaneous equations and problems leading to them.

## LATIN

Latin for To-day, Book II, Gray and Jenkins. Review of grammar, declensions and conjugations; Study of the dependent clause and the subjunctive mode. Translation of simple narrative from the text. Composition from the sentences of the text. Drill on syntax, vocabulary, and inflections.

## ENGLISH

Ward, Sentence and Theme; Dickens, Tale of the Two Cities; Shakespeare, Merchant of Venice; Homer, Odyssey; Irving, The Sketch Book, Literature and Life, Book I; Oral and Written Themes.

In theme work narration is emphasized, and description, exposition, and argument are treated as they contribute toward narration. Suggested plots are developed; stories are written to work up to a given conclusion, or to fit types of settings. The paragraph is studied as a unit in the theme. Sentence work includes the combining of related statements into clear, unified sentences. Letters and letter forms are studied. A rapid review is given to all the parts of speech and kinds of sentences.

#### FRENCH

Grammar, *The Phonetic Chardenal*. A study of grammar, conjugation and inflection. Short dictation of easy stories.

#### SCIENCE III

General Science, Peiper and Beauchamp.

An introductory course to the science courses offered in the Fourth, Fifth and Sixth Forms.

DRAWING is optional.

#### BIBLE

History and religion of Israel. Daily lessons are taken from the chapters studied.

### FOURTH FORM

#### MATHEMATICS

Through Quadratics with a review of the work covered previously. Study of ratio, proportion, variation, arithmetic, geometric progressions, logarithms, and trigonometric functions.

(b) Geometry, Book One, original exercises. Avery, Plane Geometry, College Board Requirements.

#### LATIN IV

Rolfe and Dennison, *Latin Reader*, translation of selections, *Nepos' Lives*, *Cæsar Complete*, Composition, about sixty lessons from *Latin Composition*, Part I, Baker and Ingl.

#### ENGLISH

Ward, *Sentence and Theme*; and *Literature and Life*, Book II are the texts.

Intensive Study of Rhetoric; composition, oral and written; vocabulary building. Requirements for College Board are covered.

## FRENCH

Original compositions once a week. *Les Contes Gais de Sauzé*, *Sept Comédies Modernes de Sauzé*, *Le Voyage de Monsieur Perichon*, *Labiche et Martin*. Grammar, Fraser and Squair. A thorough study through the subjunctive. Many easy passages are read to familiarize the student with a large vocabulary.

## BIOLOGY

General Biology, Smallwood. The course covers the requirements for the College Entrance Board as outlined. Emphasis is placed upon the application of biology to human welfare. Laboratory work in addition to class work. Text.

## SOCIAL SCIENCE IV

Text—A Short History of England by Cheyney. English History offers an opportunity for the study of the development of democratic government as that of no other nation. The origin of our own institutions and their growths is traced.

# FIFTH FORM

## ENGLISH

Text—Literature and Life, Book III, G and Miles; Essentials of English, Adams.

Intensive study of Idylls of the King, Tennyson; Sir Roger de Coverley Papers; King Henry V; Travels with a Donkey. A general survey of the literature of this period with reports of numerous selections. Frequent written themes based upon the development of the paragraph as a unit. Creative work encouraged.

## LATIN V

Text—Bennett's New Cicero, the Catilinarian Orations, Pro Archia, Prosecution of Verres, Manilian Law, and selections from Cicero's letters.

Composition Part II, B and Inglis.

## PLANE GEOMETRY

Text—Plane Geometry, Avery.

The course is completed and emphasis is placed on the proof of the theorems which are recommended in the 1923 report of the



National Committee on Mathematics Requirements. Emphasis is given to the solution of many original exercises.

#### CHEMISTRY

Text—Elementary Chemistry, Brownlee. Loose Leaf Laboratory Exercises. Qualitative Analysis, Reeves.

The course is required in the Scientific Course, and includes a study of all preparations and properties of inorganic elements and their compounds. The class visits local manufacturing plants where chemical processes are in operation. A course in qualitative analysis is used to complete the study.

#### SPANISH

Text—New Grammar, Hill and Ford; Beginners Spanish, Wilkins; Spanish Reader, Roessler.

The aim is to create an interest in modern literature and to master a large vocabulary and the simple rules of grammar.

#### SOCIAL SCIENCE V

Textbooks — Botsford's, Webster's, Breasted's, and Morey's texts in Ancient History are used in a study of man's cultural and political progress from the Stone Age to the Middle Ages.

Emphasis is laid, not on details of military or political history but upon the civilization developed by the Orient and its contribution to later ages.

#### FRENCH V

Texts—Grammar Complete, Fraiser and Squair; Original Compositions, *Les Misérables*, Hugo; *Le Bourgeois Gentilhomme* Molière; *Le Crime de Sylvestre Bonard*, France; *Les Silences du Colonel Bramble*, Maurois; New York, Morand.

A thorough review of the work covered in the Third and Fourth Forms.

### SIXTH FORM

#### ENGLISH

Text—Literature and Life, Book IV, Greenlaw and Miles; Century Handbook of Writing, G and Jones; Introduction to Literature, Boas and Smith; Argumentation and Debate, Reeves; An Intensive study of *Macbeth*, Shakespeare; Minor Poems, Milton; Life of Johnson, Macaulay; Essays, Emerson.

A general survey of the history of English Literature with reports on numerous selections. Students are encouraged to read widely on different authors. Creative work is always encouraged.

## SOCIAL SCIENCE VI

Textbook—History of American People, Muzzey. The History of our country is here studied with an emphasis on "Why did it occur?" The course follows the requirements of the College Entrance Board.

## LATIN

Greenough, Kittredge and Jenkins, Virgil's *Æneid*, Books I-IV, selections from Book V, and all of Book VI. Roberts and Rolfe, Ovid's *Metamorphoses*, selections covering the college entrance requirements, 1929, from Deucalion and Pyrrha, Phaethon, The Golden Fleece, Philemon and Baucis, and Atalanta's Race.

Composition, Baker, Inglis, Part III.

## FRENCH

Practical French Composition, Comfort; Free compositions; *On ne Badine pas avec l'amour*, Musset; *Cyrano de Bergerac*, Rostand; *Voyage Autour de ma Chambre*, Miastre; *Lettres de mon moulin*, Daudet; *Contes Choisis*, Maupassant; *Le Disciple*, Bourget.

## SOLID GEOMETRY

Books VI, VII, and VIII are completed in the second semester. Theorems and proofs are compared to similar ones in Plane Geometry with the purpose of securing a concept of the relation between surfaces, planes, lines and points.

Wentworth and Smith, *Solid Geometry*.

## SPANISH

Short Spanish Review Grammar, Seymour and Carnahan; *El Ama de la Casa*, Martinez Sierra; *La Cancion de Cuna*, Martinez Sierra; *El Final de Norma*, Alarcon.

## MATHEMATICS

Plane Trigonometry, Wentworth, Smith—Emphasis is placed upon the function concept, solution of the right triangle, oblique triangle, proving of identities, and computation with the use of logarithms. Some attention is given to problems in plane sailing.

## REVIEW OF ALGEBRA

A complete review of algebra through quadratics, binomial theorem, progressions, and logarithms. Rivenburg, Review Algebra.

## REVIEW OF PLANE GEOMETRY

Plane Geometry is restudied by the application of theorems in the solution of original problems. The entire review is given as an aid in problem solving. Problems from the College Entrance Board Examinations and from various college entrance examination papers are solved.

## PHYSICS

Practical Physics, Black and Davis.

This course is deferred to the last year in order that the students may become familiar with the algebra and geometry necessary for the course. The course prepares for the College Entrance Examination in this subject.

## GERMAN

German Grammar, Lange.

German is offered as an elective for students who are entering a college which requires a second modern language. The course prepares for the college entrance examination in second year German.

## GREEK

The Greek language is offered as an elective in the Classical Course, and is carried through the three upper classes.

The course covers all the requirements for college entrance. Careful attention is given to drill in declensions and conjugations, oral and written exercises in translation, study of the grammar and to prose composition. The latter is continued throughout the course.

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## *Physical Training*

THE work in this department is in accord with the recommendations of the Health Department. Regular physical training is required of all students above the second grade. Students whose physicians advise them not to take regular gymnastics or enter strenuous games are asked to follow the special exercises prescribed by their physician. Being a co-educational school the physical training is placed under the two headings: Physical Training for Girls; Physical Training for Boys.

### FOR GIRLS

At the beginning of the year the girls are divided into the two groups: the white, the orange. Each group has its teams which compete with the teams of the other group in hockey, tennis, basketball, and field day events. Each Autumn the school holds a Tennis Tournament for the Girls, and the girl who wins the Singles is given a silver cup. During the Winter Term the girls play a series of games in addition to the regular exercise in gymnastics. The girls have had a very successful varsity team which competes with teams from similar schools.

Each Spring Term the girls hold a field meet and the student making the largest score is awarded a silver cup. In May the girls of the entire school participate in May Day Exercises.

### FOR BOYS

The physical training of the boys includes participation in the regular gymnastics work, organized games, and special prescribed exercises. During the Autumn all boys who are able to participate, are organized under teachers and taught football. The varsity and second team have schedules with teams of similar schools. The smaller teams have a series of games between the different groups, and usually play one or two games near the end of the season with a small team in another school.

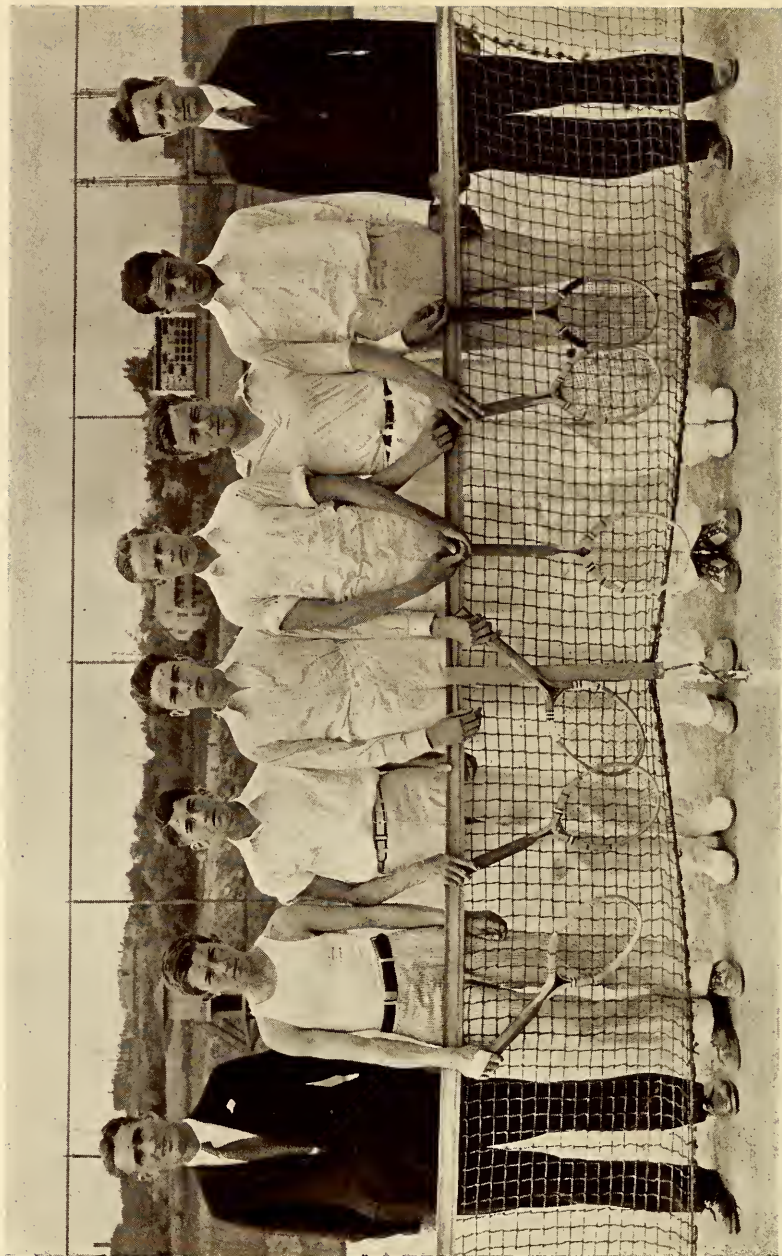
During the Winter term the boys who do not make the varsity team, are divided into groups, and each group has its team. The





THE BASEBALL TEAM





TENNIS IS A POPULAR GAME

different groups are organized into a league, and each member of the league plays a series of games with the other members of the league.

During the Spring Term the boys devote their time to track, baseball and tennis. Here, again, the boys are divided into groups for competition.

## STUDENT ORGANIZATIONS

THE PHI SIGMA SOCIETY, which dates from the beginning of the school, is maintained by the young men with the co-operation of the men of the Faculty. The society meets first and third Friday afternoon in the Cassat Library. The exercises consist of essays, orations, debates and practice in extempore speaking and parliamentary drill.

THE SIGMA DELTA LITERARY SOCIETY is maintained by the young women of the school under the direction and co-operation of the women of the Faculty. It aims to deepen the interest of the students in literature, science, art and music; to give thorough drill in conducting meetings according to parliamentary rules, and to promote the social welfare of the school. The standard of membership demands sound scholarship and years sufficient to warrant dignity of conduct and appreciation of the aims in view.

THE GRATIS CLUB is a group of the younger girls organized for the purpose of carrying on systematically certain forms of charitable work in the community. Their gifts thus far have been tendered for the most part to poor children. There is also a Gratis Junior Club in the Preparatory Department that co-operates with the other club in the general philanthropic work.

THE SOCIETAS LATINA was organized in 1925 and has a membership of about forty students. Last year there was a competitive exhibition of modern articles having their analogues in ancient Roman life. Also a Latin play was presented. During the current year a Latin magazine, *Veritas et Fabula*, was published, and an exhibition given of models of Roman things.

## ALUMNI ASSOCIATION

THE ALUMNI ASSOCIATION holds its annual meeting on Monday noon of Commencement week. To this meeting all former students, whether graduates or not, are invited, including husbands and wives.

GEORGE JESSUP, *President*.

SARAH THRONE, *Secretary*.

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## *Scholarships and Prizes*

THE following annual prizes are offered each year under the conditions indicated, and are awarded at the Commencement exercises. Only students who are in full class standing may compete for them.

THE HEADMASTER'S MEDALS—Two medals are awarded to that boy and the girl in the Upper School who in the opinion of the members of the Faculty have made the greatest improvement in school work and school spirit during the year.

Two medals are awarded to that girl and that boy of the Lower School who in the opinion of the members of the Faculty have made the greatest improvement in school work and school spirit during the school year.

*Awarded in 1931 to* MARIE HEIGES AND CHARLES ELSTRODT

THE FACULTY PRIZE—Two prizes, each in books, are awarded to that girl and boy of the Upper School chosen by the Faculty as the most conspicuous for their sterling character, high scholarship, and excellent leadership of their respective sexes. The names of these students will be inscribed on a tablet, and indicated as Honor Girl and Honor Boy.

Two prizes, each in books, are awarded to that girl and that boy of the Intermediate School chosen by the Faculty as the most conspicuous for their sterling character, high scholarship, and excellent leadership of their respective sexes.

*Awarded in 1931 to*

GEORGIA HEATHCOTE AND NEVIN DANNER

THE SARA E. SPAHR PRIZE in general scholarship; ten dollars in gold to the student who has attained the highest general average for the year in all studies. The winner is not eligible for money prizes in single subjects.

*Awarded in 1931 to* JANICE SHERWOOD AND HELEN NORTH

THE WOMAN'S CLUB PRIZE—The Woman's Club of York awards a year's membership in the club to the young woman

member of the graduating class who has attained the highest general average, and who is a resident of York or York County.

*Awarded in 1931 to GEORGIA HEATHCOTE*

**YORK MANUFACTURERS' ASSOCIATION PRIZE in Mathematics.** Five dollars in gold is awarded to the student in the Upper School who has received the highest average in mathematics for the year.

*Awarded in 1931 to GEORGE FORNEY*

**YORK ENGINEERING SOCIETY PRIZE**—A prize of five dollars in gold is awarded to that student of the physics class and that student of the chemistry class who has received the highest average for the year.

*Awarded in 1931 to EARL ENSMINGER AND GEORGE FORNEY*

**YORK CHAMBER OF COMMERCE PRIZE**—Five dollars in gold is awarded to the member of the United States History class who has received the highest average for the year.

*Awarded in 1931 to HELEN ANSTINE*

**ENGLISH PRIZE BY THE CLASS OF 1926**—The award is made to the student in the Upper School who has attained the greatest proficiency in English during the year.

*Awarded in 1931 to ELEANOR REES*

**RENSSELAER POLYTECHNIC INSTITUTE GOLD MEDAL**—Awarded by the Pittsburgh Alumni Association to a male member of the graduating class who has made the best record in mathematics and science.

*Awarded in 1931 to RUSSELL BENTZ*

**LATIN PRIZE**—Five dollars in gold is awarded to the girl or boy of the Upper School who received the highest average in Latin for the year.

*Awarded in 1931 to HELENE GERBER*

**FRENCH PRIZE**—A gold medal is awarded to the girl or boy of the Upper School who has received the highest average in French for the year.

*Awarded in 1931 to MARY LOUISE WILTON*



**SENIOR TENNIS PRIZE**—Two silver cups are awarded to that boy and the girl of the fourth, fifth and sixth forms of the Upper School who win the Tennis Singles Tournament.

*Awarded in 1931 to ROBERT REIDER AND GEORGIA HEATHCOTE*

**JUNIOR TENNIS PRIZE**—Two silver cups are awarded to the boy and to the girl of the Lower School and Forms One and Two of the Upper School who win the Tennis Singles Tournament.

*Awarded in 1931 to MARGARET SMALL AND HORACE KEESEY*

**DECLAMATION MEDAL**—An award is made to the girl or boy who has proven conspicuously effective during the year in public speaking or dramatic presentation.

*Awarded in 1931 to GEORGIA HEATHCOTE*

**GIRLS' FIELD DAY MEDAL**—A medal is awarded to the girl in the Upper Four Forms who receives the greatest number of points at the annual Girls' Field Day.

A medal is awarded to the girl of the Lower School or Forms One and Two who receives the greatest number of points at the annual Junior Girls' Field Day.

*(Not awarded in 1930)*

**DECATHLON MEDALS**—A medal is awarded the boy of Forms Three, Four, Five or Six who receives the greatest number of points at the Annual Boys' Field Day.

**DECATHLON JUNIOR MEDAL**—A medal is awarded the boy below the Third Form who received the highest number of points at the Annual Junior Boys' Field Day.

**MARBLE TOURNAMENT**—The boy below the fourth form who wins the marble tournament is awarded a medal with his name inscribed.

*(Not awarded in 1930)*

**ART PRIZES**—Two prizes, each in books, are awarded to the boy and the girl of the Upper School who make the greatest progress in Art during the year.

*(Not awarded in 1931)*

Two prizes, each in books, are awarded to the boy and the girl of the Lower School who make the greatest progress during the year.

*(Not awarded in 1931)*



## SCHOLARSHIPS

**THE COLEMAN SCHOLARSHIP FUND**—This trust fund, established by Mr. Samuel Small, the founder, provides scholarships for young men desiring to prepare themselves for the Gospel ministry, in accordance with the following provisions of the Trust Agreement:

“The annual interest and increase thereof shall be appropriated by the Board of Trustees to the education and support of young men, while students in said Institute, who may desire to prepare themselves for the Gospel ministry. Provided, That no part of the interest or income of said Fund shall be paid or expended for the education or support of any student unless he shall have been recommended by the Presbytery of Westminster, (or that Presbytery to which the First Presbyterian Church of the Borough of York, commonly called ‘The English Presbyterian Congregation of York, Pa.,’ shall belong) which Presbytery shall be in regular connection with the ‘General Assembly of the Presbyterian Church in the United States of America,’ and also recommended by the President of the Faculty of said Institute, and approved by the Board of Trustees. Provided also, That no more than one hundred and fifty dollars shall be paid from the Fund, for a single student in any one year. And, provided further, that, in admitting students to the benefits of said Scholarship Fund, under the foregoing provisions, the Board of Trustees shall always give preference to those who shall have been permanent residents of said County of York previously to becoming students in the Institute; but any student who shall have begun to receive the benefit of said Fund may continue to enjoy the same until his connection with the Institute, as a student, shall cease, unless he forfeit his claim by unworthy conduct.”

*Scholarship Boys in 1932 are:*

CHARLES ELSTRODT

HORACE FILLMORE AND MILLER SCHMUCK

**ACADEMY SCHOLARSHIPS**—The charter of the York County Academy provides that “there shall be admitted into the said Academy any number of poor students, who may at any time be offered, in order to be taught gratis, Provided the number so admitted shall at no time be greater than seven, and that none of said students shall continue longer than two years, if others should offer.”

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## Commencement

TUESDAY EVENING JUNE SECOND

PROCESSIONAL MARCH—*Invocation*.....REV. R. L. BAIR

SALUTATORY—*Emphasis in Activities*.....GEORGIA HEATHCOTE

ADDRESS—“*The Mental Competencies in the Equation of Success*”

DR. EDWIN B. TWITMYER

*Presentation of Senior Gift*.....NEVIN MINNICH

VALEDICTORY—*Being Ourselves*.....NEVIN DANNER

*Honors and Prizes*.....MR. JOHNSON AND MR. LECRON

*An Announcement*.....HON. W. F. BAY STEWART

*Presentation of Diplomas*.....GEORGE S. SCHMIDT, ESQ.

*Benediction*

*Music*

## MEMBERS OF THE CLASS

1931

HELEN LORRAINE ANSTINE

SARA KATHRYN BAIR

ROBERT BRINTON BARE

RUSSELL HERMAN BENTZ

DUDLEY HARVEY CLARKE, JR.

NEVIN EARLE DANNER

CATHERINE LOUISE GRUMBACHER

GEORGIA BERNICE HEATHCOTE

KENNETH LOOSE HENRY

LEONA PEARL HOFFHEISER

MAHLON GRIER KLINE

ROBERT FORTNEY LAUER

NEVIN POURCHUNDUA MINNICH

PHILIP LUTHER MYERS

GERALD LENWOOD PENTZ

DANIEL WOODROW ROHRBAUGH

G. RUSSELL TSCHOP

RUSSELL ARTHUR WENTZ

R. HERR WISSLER

HARRY FREDERICK ZECH



THE QUEEN OF MAY





THE SENIOR CLASS

*Enrollment for 1931-1932*

*Upper School*

FORM SIX

ATKINS, Robert	DELTA
BRINTON, David	HANOVER
BUCKINGHAM, Mary Elizabeth	YORK
CHANDLEE, Thomas Warren	DELTA
DITZLER, Paul Henry	YORK
DOLL, Woodrow Arthur	MT. WOLF
ENSMINGER, Earl Jacob	MANCHESTER
EYSTER, Ellen Susan	YORK
FAUST, Milton Bickel	SPRING GROVE
FORNEY, George David	HANOVER
GARRETT, Virginia Elizabeth	HALLAM
HENRY, Lurene	SEVEN VALLEYS
HENRY, Robert	MENGES MILLS
HOKE, Milton Samuel	YORK
HOSTETTER, Oscar LeRoy	LITTLESTOWN
KISE, Harry	YORK
KLINE, Harold Elmer	YORKANA
LEVER, Theodore	YORK
McFALL, Henry Scott	YORK
MANIFOLD, Edward Wiest Lanius, Jr.	YORK
MENGES, Catharine	MENGES MILLS
NORTH, Helen Clark	YORK
REIDER, Curtis	NEW YORK
ROHRBAUGH, Nevin	SPRING GROVE
RUHL, Henry	YORK
SCHMUCK, Miller	YORK
SHERWOOD, Janice Wintrode	YORK
SPANGLER, Gilbert	YORK



SPOTZ, Jack Wilson	YORK
STERNER, Rosella	YORK
WARFIELD, David	MUDDY CREEK FORKS
WERNER, Robert	PHILADELPHIA
WOLFGANG, Glenn	NORTH YORK
YOHE, Henry	SPRING GROVE

### SPECIAL

BARBADILLO, John Joseph	YORK
BURGARD, William	YORK
FETROW, Russell	YORK
GREER, Harrison	YORK
HARBOLD, Harold	DALLASTOWN
LAUER, Robert	YORK
RAUHAUSER, Kenneth	YORK

### FORM FIVE

ARTHUR, Wm. John	YORK
DOLL, Earl Rhodes	MT. WOLF
ELSTRODT, Charles	YORK
FEISER, Charles	YORK
GERBER, Helene Danner	YORK
HEIGES, Lucille Weiser	YORK
HEIGES, Marie Irene	YORK
HELLER, Robert	YORK
HOFFMEIER, Levan	HANOVER
LANG, Bess	BALTIMORE
LAUCKS, L. Otto	RED LION
MYERS, Thomas McNelis	YORK
REIDER, Robert Omar	YORK
SIPE, Marlet Allen	YORK
WALKER, Olga	YORK
WERTZ, Haldeman Strickler	YORK
WILTON, Mary Louise	WRIGHTSVILLE

### FORM FOUR

BROUGHER, Janet Virginia	WELLSVILLE
CARPENTER, Helen June	YORK
EISENHART, Silas Forry	YORK

HIRSHON, Mary Lehmayer	YORK
KEESEY, Horace	YORK
KLEINSCHMIDT, Marion Louise	YORK
MANIFOLD, Anne Catherine	YORK
MOORE, Marguerite Mary	YORK
REES, Eleanor	HANOVER
SMALL, Margaret McKinnon	YORK
STEWART, Mary Louise	YORK
YOUNG, Harry	HANOVER

### FORM THREE

ABTS, Irene	WRIGHTSVILLE
BILLMEYER, Henrietta Williams	YORK
DANNER, Donald	SPRING GROVE
DEMPWOLF, Mary Blanche	YORK
EISENHART, Lucy Pfahler	YORK
DEVINE, George	YORK
FILLMORE, Horace	EAST PROSPECT
FOX, Roy Schmuck, Jr.	YORK
FREY, Mary Elizabeth	YORK
GILBERT, Joseph	YORK
HUMMEL, George Heck, Jr.	YORK
KURTZ, Isabel Cassat	YORK
LEIPHART, Clair	EAST PROSPECT
LUTZ, Donald Filler	DALLASTOWN
MANLEY, DeHaven	YORK
MOSER, Franklin	YORK
SHELLENBERGER, Mary Jane	YORK
SITLER, Fay Irene	EAST PROSPECT
TROSTEL, Louise Anderson	YORK
WARNER, Erma	YORK
WILTON, Ralph	WRIGHTSVILLE

### FORM TWO

ABTS, Henry	WRIGHTSVILLE
DEMPWOLF, Anna Louise	YORK
EMERTON, Betty	YORK
FACKLER, Betty	YORK

FACKLER, Jean Brinton	YORK
KURTZ, Della Margaret	YORK
McCLELLAN, Josephine	SPRING GROVE
MAENCHE, Albert	YORK
SMALL, Frances Madison Bragg	YORK
SPANGLER, Horace Edward	YORK

## FORM ONE

BUPP, Ellen Rebecca	YORK
DAVIDSON, Bayard	YORK
FREY, Caroline May	YORK
GREEN, Dorothy Lois	YORK
GROSS, Betty Blakiston	YORK
HUMMEL, Mary Jane	YORK
JENKINS, Lois Amelia	YORK
PHILLIPS, Elizabeth	YORK
SMALL, John Henry	YORK
WHITELEY, Ann Osborne	YORK
WHITELEY, Catherine Louise	YORK

## *Intermediate Department*

### SIXTH GRADE

GLATFELTER, Theodore McClellan	SPRING GROVE
GRUMBACHER, Anne	YORK
KEGLER, Joan Oakley	YORK
KEGLER, Katherine	YORK
LAFEAN, Betty Ball	YORK
McCLELLAN, Catharine	SPRING GROVE
STEACY, John Wesley	YORK

### FIFTH GRADE

GAILEY, Herman Anderson, Jr.	YORK
HARDINGE, Byron	YORK
HARTZELL, Edwin	YORK
HIMES, John White	YORK
JOHNSON, Ella Elizabeth	YORK

KEESEY, Margaret McKinnon	YORK
READ, Harry Malcolm, Jr.	YORK
RODGERS, Phyllis Jesse	YORK
SCHMIDT, Helen Muriel	YORK
WHITE, Frances Elizabeth	YORK
WHITELEY, Purdon Beauchamp	YORK
WHITELEY, Susan	YORK

#### FOURTH GRADE

BOOKER, F. Marshall, Jr.	YORK
BUPP, Walter	YORK
FOX, Helen Sprenkle	YORK
KURTZ, Mary Small	YORK
MCLEAN, Betty	YORK
RICHTER, Betty Louise	YORK
RODGERS, Dorothy Sophia	YORK

#### THIRD GRADE

BARWICK, Jack Hershey	YORK
BROOKS, Elizabeth Johnson	YORK
DAVIDSON, David	YORK
DEMPWOLF, Charlotte Smith	YORK
ERNST, Robert	YORK
ELLIS, Helen Louise	YORK
FRANTZ, Jeanne	NEW YORK
HETRICK, Nancy Jane	YORK
HUMMEL, Harry Wisotzkey	YORK
JOHNSON, Lester Fremmen, Jr.	YORK
KINDIG, Joe	YORK
MCCLELLAN, Henry Bruce	SPRING GROVE
SCHMIDT, Josephine Small	YORK
SMALL, Ann Logue	YORK
STAUFFER, Mary Salome	YORK

#### SECOND GRADE

APPELL, Louis Jacob, Jr.	YORK
GAILEY, Edwin McConkey	YORK
GROSS, Louise Blakistone	YORK

HARTZELL, Marion Louise	YORK
HORTON, India Cadot	YORK
KURTZ, Julia Carson	YORK
KUTZ, Betty Jane	YORK
MOSSER, Joseph William	YORK
PHILLIPS, Jane	YORK
ROSENMILLER, Joseph Lewis	YORK
SCHMIDT, George	YORK
VANBAMAN, Walter W., Jr.	YORK
WHITELEY, Constance Starkweather	YORK
WILLIAMS, George III	YORK
WRIGHT, William	YORK

### FIRST GRADE

BACON, John Donnell	YORK
BUQUOR, Adolph	YORK
ENDERS, Margaret Alice	YORK
ERB, Betty	YORK
FRANK, John Henry	YORK
PAUL, Ruth Velma	YORK
SHUE, Joanne Marie	YORK
STEACY, Katherine King	YORK
STITT, Martha	YORK

### *Kindergarten*

APPELL, George	YORK
BARWICK, Betty Jean	YORK
EHRENFELD, Nina	YORK
FRANK, B. Raymond II	YORK
GLATFELTER, George	SPRING GROVE
HYDEMAN, Albert, Jr.	YORK
JONES, Richard Basil	YORK
LECRON, Betty Lee	YORK
LEIBOWITZ, Ann	YORK
LLOYD, Robert	YORK
McCLELLAN, Mary Hamilton	SPRING GROVE
McNAUGHT, Ann	YORK



MOORE, B. Ramond	YORK
MOSSER, Benjamin	YORK
MYERS, Ellis Tager	YORK
READ, Michael	YORK
ROSE, Joan	YORK
SMITH, Gibson	YORK
STRICKHOUSER, Martha Ann	YORK
SWEIGART, Benjamin	YORK
THOMPSON, Baldwin Alexander	YORK
WEAVER, Anna Mary	YORK
WILLIAMS, Jean Rudy	YORK

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